

**Chart I. Service-Learning Results**

Students	Schools	Communities
<p><b>Intellectual Development and Academic Learning</b></p> <ul style="list-style-type: none"> <li>• Basic skills, including expressing ideas, reading, and calculating</li> <li>• Higher-level thinking skills, such as problem solving and critical thinking</li> <li>• Skills and issues specific to service experience</li> <li>• Motivation to learn</li> <li>• Learning skills, including observation, inquiry, and application of knowledge</li> <li>• Insight, judgment, and understanding</li> </ul> <p><b>Personal Growth and Development</b></p> <ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Personal efficacy and sense of responsibility</li> <li>• Moral development and reinforced values and beliefs</li> <li>• Exploration of new roles, identities, and interests</li> <li>• Willingness to take risks and accept new challenges</li> </ul> <p><b>Social Growth and Development</b></p> <ul style="list-style-type: none"> <li>• Social responsibility and concern for others</li> <li>• Political efficacy</li> <li>• Knowledge and exploration of service-related careers</li> <li>• Understanding and appreciation of, and ability to relate to, people from a wide range of backgrounds and life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Paradigm shift - Teachers as coaches and facilitators; students responsible for their own learning</li> <li>• Motivated learners engaged in authentic and significant work</li> <li>• Cooperative learning environment.</li> <li>• Teachers as reflective practitioners engaged in planning, curriculum development, and inquiry</li> <li>• Collaborative decision making among administrators, teachers, parents, students, and community members</li> <li>• Positive, healthy, and caring school climate.</li> <li>• Effective parent/community support and involvement, expanded resources, and support for education</li> </ul>	<ul style="list-style-type: none"> <li>• Valuable service to meet direct human, educational, health, and environmental needs</li> <li>• Schools as resources - Teacher/student teams as researchers and resources in problem solving and community development</li> <li>• Empowerment - School/family/community partnerships assess, plan, and collaborate to meet community needs</li> <li>• Citizenship - Students become active stakeholders in the community</li> <li>• Infusion of innovation towards improving the institutional practices of schools and communities</li> <li>• Understanding and appreciation of diversity across generations, cultures, perspectives, and abilities</li> </ul>

Source: Council of Chief State School Officers.

## Chart II. Service-Learning Continuum

Low Curriculum Infusion ..... High Curriculum Infusion

Community Service Class	Community Projects	Schoolwide Theme	Instructional Method in Core Curriculum	Schoolwide Infusion
Typically, students spend four days of class each week performing community service and the fifth in ongoing training, reflection, evaluation, and other group activities. Through direct human service activities, such as tutoring, mentoring, companionship, and peer counseling, students often gain an understanding of human psychology, community life, public policy, and government; knowledge of career options; development of social and interpersonal skills and moral values; and an appreciation of diversity. Courses are typically offered for elective credit or for academic credit as a substitute for language arts or social studies requirements.	Students can demonstrate academic knowledge and skills through the development and implementation of a long-term project to benefit the community. This demonstration can serve as an authentic assessment of learning or as part of a student portfolio system which determines graduation. This strategy allows a great deal of student ownership and responsibility, while teachers take on roles as mentors and coaches. Supervision and evaluation usually occur under the guidance of peers, faculty, parents, and/or community members.	Grade levels or schools adopt a theme that is carried out through service-learning activities across classes and grade levels. Students and teachers collaborate in the planning and carrying out of community service projects that are integrated into the curriculum. This approach facilitates interdisciplinary teaching, cooperative learning, and the development of organizational and leadership skills among students.	Service-learning is the pedagogy by which instructional goals in the class, such as an understanding of concepts and theories, are realized. Typically, one intensive group project, such as a product or investigation which makes a significant contribution to the community, serves as the experience around which skills are developed—in one academic area or across several subject areas. This approach is critical to institutionalizing a restructured teaching and learning environment which fosters the development of higher-order thinking and problem-solving skills and high student achievement.	The infusion of service-learning throughout a school demonstrates many of the elements of education reform: As pedagogy, service-learning is an instructional strategy that involves youths as resources (high standards, students as workers responsible for their own learning, teacher as coach, performance-based assessment); as philosophy, service-learning encourages the creation of a caring community of learners that collaborates to improve school culture and governance (site-based management); and as process, service-learning facilitates a communitywide strategy to significantly change and improve the quality of education and the quality of life in the community (school-family-community partnerships).

Source: Council of Chief State School Officers.

**Chart III. Phasing-in Approach to Implementing Community Service and Service-Learning**

Community Service		Service-Learning				
<i>No Community Service/Service-Learning</i>	<i>Predominantly Community Service</i>	<i>Transition from Community Service to Service-Learning</i>	<i>Service-Learning with Individual Teachers</i>	<i>Service-Learning by Grade or Discipline</i>	<i>Schoolwide Service-Learning</i>	<i>Districtwide Comprehensive Service-Learning</i>
<ul style="list-style-type: none"> <li>• Focus on developing clubs that engage more teachers and more students in community activities.</li> <li>• Provide in-service training for school and community agency staff on student involvement in the community.</li> <li>• Identify possible service opportunities and include representatives in the design process.</li> <li>• Begin to develop reflection components to service that is provided.</li> <li>• Begin data collection and analysis on the effectiveness of current instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage more students, teachers, and parents.</li> <li>• Develop components for all service activities.</li> <li>• Provide in-service training for staff and parents on service-learning.</li> <li>• Consider how service-learning opportunities can support the instructional program at the school.</li> <li>• Collect data on current teaching and learning strategies that are consistent with service-learning methods.</li> <li>• Continue data collection and analysis on the effectiveness of current instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Use service-learning as a strategy for teaching curriculum content or skills.</li> <li>• Form a subcommittee to consider how service-learning activities can support the school/district vision for what all students should know and be able to do.</li> <li>• Provide in-service training for staff, parents, and others on service-learning as a strategy for achieving the school's vision, reform strategies, classroom learning.</li> <li>• Include service-learning in the student learning plan.</li> <li>• Determine how service will be coordinated to assist teachers and community agency staff.</li> <li>• Continue data collection and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer voluntary in-service opportunities for teachers.</li> <li>• Share successes and lessons learned with other teachers, administrators, and the community.</li> <li>• Plan for student assessment.</li> <li>• Support collegial sharing.</li> <li>• Begin to plan how service-learning can move from one teacher to the whole school in a planned manner.</li> <li>• Collect data and analyze the impact of teacher-teaming on student work.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify grade- and/or discipline-specific standards that can be learned through service-learning.</li> <li>• Provide in-service training for all teachers and parents in that grade or discipline.</li> <li>• Continue planning for student assessment.</li> <li>• Continue data collection and analysis.</li> <li>• Form school-community partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a sequence for all students to participate in service-learning at the school.</li> <li>• Offer students opportunities to take leadership roles in developing and coordinating service projects (cascading leadership model).</li> <li>• Offer in-service training opportunities for parents, all teachers, and other community stakeholders.</li> <li>• Incorporate service-learning as part of the school's culture (formally and informally).</li> <li>• Continue data collection and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a sequence for all students to participate in service-learning districtwide.</li> <li>• Offer students opportunities to take leadership roles in developing and coordinating service projects.</li> <li>• Offer in-service training opportunities for parents, all teachers, and other community stakeholders.</li> <li>• Form school-community partnerships.</li> <li>• Incorporate service-learning as part of the district's culture (recognition on transcripts, awards, service letters, etc.).</li> <li>• Continue data collection and analysis.</li> </ul>

Source: CalServe.